

Title II of the Higher Education Act Institutional Report

Report Year 1

Academic year: 1999-2000

Fall 1999, Winter, 2000, Summer 2000

Institution name: **Missouri Baptist College**

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Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Institution Name	Missouri Baptist College
Institution Code	6439
State	Missouri
Number of Program Completers Submitted	88
Number of Program Completers found, matched, and used in passing rate Calculations¹	85
Statewide	

<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Professional Knowledge							
PRINCIPLES LEARNING & TEACHING 5-9	523	1			135	133	99%
Academic Content Areas							
EDUCATION IN THE ELEMENTARY SCHOOL	010	1			36	35	97%
ELEM ED CURR INSTRUC ASSESSMENT	011	58	52	90%	1614	1547	96%
EARLY CHILDHOOD EDUCATION	020	1			256	256	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	3			172	168	98%
MATHEMATICS	060	1			4		
MATHEMATICS: CONTENT KNOWLEDGE	061	1			126	123	98%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	3			276	269	97%
PHYSICAL ED: CONTENT KNOWLEDGE	091	4			166	144	87%
BUSINESS EDUCATION	100	6			77	77	100%
MUSIC CONTENT KNOWLEDGE	113	4			129	122	95%
BIOLOGY CONTENT KNOWLEDGE PART I	231	2			92	90	98%
Other Content Areas							
Teaching Special Populations							

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Institution Name	Missouri Baptist College					
Institution Code	6439					
State	Missouri					
Number of Program Completers Submitted	88					
Number of Program Completers found, matched, and used in passing rate Calculations¹	85					
				Statewide		
<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills						
Aggregate - Professional Knowledge	1			144	142	99%
Aggregate - Academic Content Areas (Elementary Education, Math, English, Biology, etc.)	84	79	89%	3148	3026	96%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)				101	100	99%
Aggregate - Teaching Special Populations (Special Education, ELS,				319	318	100%

etc.)						
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	85	76	89%	3678	3553	97%

¹The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

²Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³Number of completers who took one or more tests in a category and within their area of specialization.

⁴Number who passed all tests they took in a category and within their area of specialization.

⁵Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Section II. Program information.

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 1999-2000, including all areas of specialization. **232 teacher education students**

1. Total number of students enrolled during 1999-2000: **3030 total students in our institution**

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 1999-2000? **101 students**

3. Please provide the numbers of supervising faculty who were:

3.1 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

0 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

1.95 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 1999-2000: **5.05**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **20/1**

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: **32.5** hours. The total number of weeks of supervised student teaching required is **16**. The total number of hours required is **520** hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

X Yes ☐ No

7. Is your teacher preparation program currently under a designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)? Yes **X** No

NOTE: See appendix A of the guide for the legislative language referring to “low-performing” programs.

Section III. Contextual information (optional).

- A. Please use this space to provide any additional information that describes your teacher preparation program(s).**

PROFESSIONAL GROWTH AND DEVELOPMENT

The Education Division continues to place an emphasis on professional growth and development of pre-service teachers and beginning teachers. To that end, an active student chapter has been formed for the Association of Supervision and Curriculum Development (ASCD). Missouri Baptist College now has active student chapters for ASCD, Missouri State Teachers Association (SMSTA), and Chi Pi Chapter of Kappa Delta Pi, an international honor society for education majors and practicing / retired educators. The Education Division hosted its third annual MBC Educators Conference during Oct. 1999 with an all-time high of 243 participants. The Spring Professional Development Conference focuses primarily on addressing the unique needs of the beginning teacher and is held as one component of the College’s Beginning Teacher Assistance Program.

The Education Division implemented a Missouri Baptist Teacher Advisory Council with part-time and full-time faculty from the college’s Education Division, faculty representatives from various other academic disciplines, teacher education undergraduate and graduate students, classroom teachers, building principals, and superintendents from PK – 12 public school districts and private schools, and community college teacher education programs representatives, to give input and recommendations to the Education Division for its present and future programs. During this report year, the Teacher Advisory Council began work on a Vision for the Council’s purpose and direction.

The Council also began collecting data on the characteristics of an effective teacher to help our faculty design curriculum that will enhance the understanding of our students in this area.

The faculty remains current in their respective fields through workshops and conference attendance, participation and collaboration in educational associations, and by taking courses for graduate credit. One faculty member has given numerous presentations at national and international conferences in the area of brain research and its implications for effective teaching and learning. Another faculty member has given numerous presentations at the state and national level in the area of at-risk students and proactive strategies for reducing violent, disruptive, and aggressive behavior in classrooms. Among other presentations given by faculty, one member presented at the state and national Middle Schools Associations on Encouraging Teacher Initiated Instructional Innovations and at the state level on the Inculcation of New Teachers.

PROFESSIONAL DEVELOPMENT SCHOOL PARTNERSHIPS

The Education Division has successfully formed both formal and informal partnership agreements with local schools and districts. These agreements allow instructors to provide their students with active, hands-on teaching experiences in after-school programs and participate in college methods courses and field experiences on site at local private and public schools. Missouri Baptist College has formal partnership agreements with Troy R-III School District, Westminster Christian Academy, Affton-Lindbergh Early Childhood Education Center, The Miriam School, The Rossman School, The Freedom School, Crawford County School District, and Willowbrook Elementary School in the Pattonville School District.

Informal partnerships with active dialogues toward formal partnerships during the 2000-2001 school year have been formed with Pacific High School in the Meramec Valley R-III School District, Hazelwood Central High School in the Hazelwood School District, Briarcrest Elementary and Mason Ridge Elementary in the Parkway School District, Bourbon High School in the Bourbon School District, Central Christian School, and Twin Oaks Christian School. A dialogue leading to possible partnership with five other schools including Special School District, Fugate Elementary School and Vashon High School in urban St. Louis City Public School District has been initiated.

Source: Missouri Baptist College Draft MoSTEP Report, May 1999

DUAL CREDIT FOR TEACHING FIELD EXPERIENCE / A+ SCHOOL GRANT

Missouri Baptist College's Education Division, in partnership with Missouri Baptist College's EXCEL Program, a program offering dual credit for high school students, has implemented a college credit class for students enrolled in the A+ Schools Grant program at area public schools. The Education Division is highly committed to developing innovative programs to spark an interest in high school students to pursue a teaching career and to recruit students to attend the Missouri Baptist College's teacher preparation program. High school students enrolled in the A+ Schools program are eligible to earn one college credit in the course EDUC 211 Teaching Field Experience I by successfully completing the required mentoring / tutoring hours mandated by the A+ Schools Grant program. To-date, five area schools have indicated an interest in participating in the EXCEL program for this class.

ARTICULATION AGREEMENTS WITH AREA COMMUNITY COLLEGES

The Education Division has continued and begun to revise its articulation agreements with Jefferson College, East Central College, and St. Louis Community College in early childhood, elementary education, and early childhood/elementary combined certification. Additional articulation agreements with these schools are being developed in the areas of early childhood/early childhood special education combined certification, elementary education/special education: K-12 cross-categorical disabilities combined certification, and middle school and secondary education subject area courses. The college plans to enter into a new articulation agreement with St. Charles County Community College in the same areas. Those institutions have also requested articulation agreement proposals with our institution in other academic areas. An initiative has been made to develop a joint program to address the shortage of math and science teachers. This will include the Department of Elementary and Secondary Education, five community colleges, area school districts, and Missouri Baptist College.

SEEKING NCATE ACCREDITATION

The Education Division in agreement with the President, the Provost, and the Dean of Graduate Studies submitted a proposal to the Missouri Baptist College Board of Trustees to request approval for the institution to seek NCATE Accreditation. The Board of Trustees approved this request in May of 2000. The college has applied to NCATE to start the process of becoming NCATE Accredited.

INCREASED STUDENT ENROLLMENT

The undergraduate student enrollment in the Education Division at Missouri Baptist College has increased by 26% during the report year. The Education Division has increased student population 64% over the last three years, indicating a continuous growth at all Missouri Baptist College sites.

NCA APPROVAL FOR MASTER'S OF EDUCATION DEGREE PROGRAMS

Missouri Baptist College has been officially approved by NCA to implement a Master's of Science in Education in Classroom Teaching and in Counseling Education. DESE has given us tentative approval (subject to next MOSTEP Review) to offer the Master's of Science in Education in Classroom Teaching and Counseling Education and graduate certification in Cross-Categorical Disabilities, Early Childhood Special Education, Early Childhood, Elementary, Reading Specialist, Library Media Specialist, Middle School, and Secondary School Certification. (We do not offer graduate courses in secondary subjects such as social studies, math, science, English, etc.)

NCA also approved degree granting status to the Jefferson College Plus Two Program and the Troy/Wentzville Extension Center of Missouri Baptist College. These two extension sites are not self-sufficient / stand alone sites. The Degree granting status only means that students may take all the degree required courses at the extension sites that have been approved as degree granting sites. The Main Campus will continue to receive and process the tuition, financial aid, transcripts, student records, and official registrations for all extension site students. All extension site students must participate in the Main Campus Commencement Exercises to receive their diploma.

The Franklin County Extension Center (Formerly the Pacific / St.Clair Extension Center) has been granted permission to offer all programs in education at the undergraduate and graduate levels, business majors, and

nursing major. Students enrolled at the Franklin County Extension Center must complete 6 hours of residency at the Main Campus of Missouri Baptist College in order to receive their degree.

ADMINISTRATIVE CHANGES:

Missouri Baptist College has made some administration changes during the 1999-2000 report year. Dr. Roberta Ross-Fisher, formerly the Director of Teacher Education has been named as Dean of the Franklin County Extension Center. Dr. Carrie Eidson has replaced Dr. Ross-Fisher as the Director of Teacher Education / Division Chair for all four Missouri Baptist College Education sites. The Education Division Chair has oversight of faculty, course syllabi, textbooks, and assessment at the main campus and at the off-campus sites. The Division Chair meets with faculty at each off-campus site once each semester to discuss policies and procedures relating to faculty evaluation, the development of syllabi, the selection of textbooks, and assessment. The Division Chair also meets with the Dean's of the Extension Centers once a week to discuss education division issues and programs.

Each Extension Center now has a Dean in charge of the center. The Deans of the Extension Centers are responsible to the Provost and meet once a week as a group. The Deans of the Extension Center are required to meet weekly on the main campus at the Administrative Council, (includes the President, the Provost, and administrative heads) and the Dean's Council (Provost, Dean of the Graduate School, Director of Adult Learning, Director of Library Services, and the Division Chairs. Each Missouri Baptist College Extension Center has a Coordinator of Teacher Education who has oversight of the teacher education program and supervises clinical experiences at those sites. The Coordinators of Teacher Education report directly to the Director of Teacher Education / Division Chair. A new position has been created, The Director of Field Experiences and Professional Portfolio Development, to better coordinate our clinical and student teacher supervision and placements of our students in these areas and to develop and cultivate formal and informal school partnerships between Missouri Baptist College and K-12 public school districts and K – 12 private schools. This Director is also responsible for teaching the Professional Growth and Portfolio Development class at the undergraduate level and the Graduate Project Professional Education Portfolio class. This Director guides the students through the portfolio process and arranges all the panel presentations. Dr. Arlen Dykstra has been named the Provost / Executive Vice President of Academic Affairs and Dr. Clark Triplett has been named the Dean of Graduate Studies / Associate Dean of Academic Affairs. Dr. Mark Engelhardt was named the Education Coordinator at the Troy / Wentzville Extension Center. The Director of Teacher Education Student Advisement, a full-time position, has been added to centralize our student registration and advising for better customer service to our education students. This will also allow more time for faculty to develop, conduct, and disseminate educational research. This position starts July 1, 2000, of this report year.

INCREASE IN EDUCATION DIVISION BUDGET

Missouri Baptist College has increased the Education Division budget by an additional \$65,000.00, not including salaries. In addition to the \$65,000.00 budget increase for increased projected expenses for travel, additional classes for adjunct professors, overload pay for full-time professors, office supplies, materials, furniture, equipment, etc., the college has allocated an additional \$30,000.00 for library resources for the undergraduate and graduate education program plus obtained MOBIUS internet resources for the 1999-2000 school year. The college has also budgeted for another \$10,000.00 for library resources over and above the regular education division budget for the 2000-2001 school year.

INCREASE IN FACULTY AND STAFF

Missouri Baptist College added two additional full-time professors at the doctorate level to the Education Division during the 1999-2000 school year. The college has also recently hired another full-time doctorate level professor for the Education Division for the 2000-2001 school year to help meet the Main Campus and Extension Center's undergraduate and graduate education needs due to the rapidly increasing education student population. This allows the college to keep the faculty load the same as in years before. One full-time education faculty member has completed coursework required for the earned doctorate and achieved ABD status in June. She hopefully will complete her dissertation research and writing by December 2000. The Education Division has had little turnover, having only one faculty member leave the Division in the

past five years. Due to the increase in the education student population and workload for faculty and staff, the Education Division has added one and a half clerical staff during the report year.

PROGRAM AND CERTIFICATION OFFERINGS

The Education Division developed and implemented a certification program for Cross-Categorical Disabilities (K-12) to be earned in combination with one of the following majors; early childhood education, elementary, middle school, secondary school. This is not a stand alone major, but it is a certification only. The Education Division also developed a certification program for Early Childhood Special Education (Birth – 3rd grade) at the request of a majority of our early childhood education students and area school districts. Two of the special education courses required for this certification will be offered as web-based internet courses in the Fall of 2000 and the Spring of 2001. The Education Division developed a Reading Specialist certification program and received DESE approval. This certification will be offered beginning Fall 2000.

At the graduate level, the Education Division developed and received NCA approval and DESE approval to implement a Master's of Education in Counseling Education, with counseling certification K-12. This program begins Summer 2000. This program includes all the required courses leading to licensure and certification. The Education Division will begin offering Early Childhood, Elementary, Cross-Categorical Disabilities K-12, Early Childhood Special Education, Middle School, and Secondary School certification at the graduate level during the Summer 2000 session.

PRACTICAL EXPERIENCE REQUIREMENTS FOR EDUCATION MAJORS

The first formal field experience required EDUC 211 Teaching Field Experience I and is generally taken during the student's first semester sophomore year. The first field experience is usually taken concurrently with EDUC 303 Introduction to Educational Methodologies. The lecture course and field experience are taken concurrently to allow pre-service teachers to connect theory/research and practical application. A reflective journal is maintained, and most pre-service teachers participate in the Junior Achievement Program, which allows them to teach a series of lessons over the course of several weeks in a supervised settings.

As pre-service teachers continue through the professional education program, they are required to participate in several field experiences in conjunction with various education methods courses. The requirements for each varies from course to course. During their second semester junior year or first semester senior year prior to student teaching, pre-service teachers must take EDSP 463 Individual Inventory and Special Ed. Assessment and ETOP 423 Classroom and Behavior Management along with the second formal field experience, EDUC 411 Teaching Field Experience II, a one credit hour course. Students may also take a third formal field experience, EDUC 451-6 Pre-Service Teaching Internship prior to student teaching. EDUC 451-6 Pre-Service Teaching Internship is a more in-depth experience in the classroom than EDUC 411 Teaching Field Experience II but less entailed than Student Teaching. It is developed to refine and enhance student skills and knowledge in classroom management and instruction prior to the student teaching experience. The final field experience or internship is student teaching. A full 16 weeks of student teaching is required.

Source: Missouri Baptist College Draft MoSTEP Report, May 1999

CO-CURRICULAR PROGRAMS

The Education Division places an emphasis on professional growth and development of pre-service teachers. To that end, active student chapters have been formed for the Association of Supervision and Curriculum Development (ASCD) and Missouri State Teacher Association (S-MSTA). In addition, the division is pleased to support the Chi Pi Chapter of Kappa Delta Pi, an international honor society for education majors and practicing/retired educators.

Source: Missouri Baptist College Draft MoSTEP Report, May 1999

EDUCATIONAL TECHNOLOGY

Pre-Service Teachers are required to take BCIS 103 Fundamentals of Personal Computer Applications and EDUC 373 Instructional Materials Production as part of Missouri Baptist College Education Division's standards for educational technology competency. Students are also required to create and implement a PowerPoint presentation for a week long subject or thematic teaching unit in the following courses; EDUC 423, EDUC 303, EDRD 343, and ELED 463. Students are trained in the use of PowerPoint, excel, Microsoft word, Microsoft office

1997 and 2000, windows 98, e-mail, overhead projectors, copy machines, laser disks, gateways computer / TV/VCR, the Smartboard Computer equipment, within a variety of education courses.

The Education Division is also offering Early Childhood Special Education courses as web-based Internet courses in the Fall 2000 and several other education courses in the Spring 2001 and Summer 2001.

FEEDER SCHOOLS

The Missouri Baptist College Education Division's feeder schools for transfer students are: St. Louis Community Colleges (all campuses), East Central Community College, St. Charles County Community College, Mineral Area College, and Jefferson College.

ADDITIONS OF FIELD EXPERIENCES TO ALL EDUCATION METHODS COURSES

The Education Division received permission from the MBC Academic Affairs Council and the faculty at-large to change the names of the following courses and the course descriptions of some of these courses to reflect the field experiences included in these courses. It will be easier to identify on the students transcripts and to be able to show that we have a field-based teacher education preparation program. The majority of the courses listed below already have a field experience included in the course. There are nine courses that we have added the field experience to the course description and the changed course descriptions are on the following pages.

NEW COURSE NAMES:

- ECED 353 Curriculum, Methods, and Materials of PK – 3 : Seminar and Field Experience
- ECED 363 Family and Community Resources PK - 3: Seminar and Field Experience
- ECSP 403/503 Introduction to Early Childhood Special Education: Seminar and Field Experience
- ECSP 413/513 Teaching Young Children with Disabilities: Seminar and Field Experience
- EDSP 403/503 Introduction to Cross-Categorical Disabilities: Seminar and Field Experience
- EDSP 433/533 Methods of Teaching and Inclusion of Students with Cross-Categorical Disabilities: Seminar and Field Experience
- EDRD 433/533 Foundations of Literacy Instruction PK – 6 : Seminar and Field Experience
- EDRD 443/543 Analysis and Correction of Reading Disabilities: Seminar and Field Experience
- EDRD 453/553 Foundations of Literacy Instruction in grades 5 – 12: Seminar and Field Experience
- ELED 313 Teaching Art, Music, and P.E. PK- 6: Seminar and Field Experience
- ELED 453/553 Integrated Language Arts Concepts PK- 6: Seminar and Field Experience
- ELED 473/573 Integrated Math/Science Concepts PK – 6: Seminar and Field Experience
- ELED 463/563 Integrated Social Studies/ Geographical Concepts PK- 6: Seminar and Field Experience
- EDMS 483/583 Teaching Science in grades 5 – 12: Seminar and Field Experience
- EDMS 453/553 Teaching Business in grades 5 – 12: Seminar and Field Experience
- EDEN 453/553 Teaching Language Arts and Composition in grades 5 – 12: Seminar and Field Experience
- EDMS 433/533 Teaching Social Studies in grades 5 – 12: Seminar and Field Experience
- EDMS 473/573 Teaching Mathematics in grades 5 – 12: Seminar and Field Experience
- EDSP 453/553 Teaching Remedial Math K-12: Seminar and Field Experience

ASSESSMENT SYSTEM

The Education Division has made changes and additions in our assessment system as follows:

1. All education students must take the C-BASE Test at the end of their 2nd year of general education courses or before they have taken 12 credit hours of education courses.
2. Students will not be allowed to take more than 12 credit hours of education courses until they have passed the C-BASE Test.
3. If a student fails the C-BASE Test, that student may take a remediation seminar for a fee to help prepare for the C-BASE Test.
4. Students will be admitted into the Teacher Education Program upon passing the C-BASE Test and having a completed education program application on file with the Director of Education Student Advisement.
5. Beginning with the Fall 2000 semester, all candidates for state teacher certification are required to present and defend their professional teaching portfolio in two stages in front of a panel, consisting of faculty, peers, classroom teachers, and building principals. The first stage

presentation must occur after the student has completed the following courses: EDUC 211, EDUC 213, EDUC 303, and EDUC 373. The student's portfolio must have artifacts and reflections in most of the ten standards.

6. Student Teaching grade requirements have been changed effective in the 2000-2001 school year as follows:
7. Students must successfully complete the Professional Teaching Portfolio.
8. Students must make a passing score on the Praxis II Test.
9. Students must receive a satisfactory summative evaluation for their student teaching experience.
10. Praxis II Test scores have been and will continue to be analyzed to determine where we need to improve our teacher preparation program and to determine possible reasons and / or patterns for low or failing test scores among our education students.

PORTFOLIO PROCESS

Beginning with the Fall 2000 semester, all candidates for state teacher certification are required to present and defend their professional teaching portfolio in two stages. The first stage presentation must occur after the student has completed the following courses: EDUC 211, EDUC 213, EDUC 303, and EDUC 373. In the first stage, the student will present his or her partial portfolio to a panel consisting of the Director of Professional Portfolio Development and Field Experiences and two other education faculty members. The student's portfolio must have artifacts and reflections in most of the ten standards. The panel critiques the initial portfolio presentation and contents, offering constructive ideas and recommendations for improvement. The Director of Field Experiences and Professional Portfolio Development then meets with the student to discuss the panel's recommendations and guide the student in completing the portfolio. The second stage presentation in front of the panel occurs near the end of the student's student teaching experience when the professional teaching portfolio is near completion. The student will orally present his or her portfolio to a panel consisting of education faculty members, undergraduate and graduate education students, and teachers and administrators in PK-12 private and public schools. The panel critiques the initial portfolio presentation and contents, offering constructive ideas and recommendations for improvement. The Director of Field Experiences and Professional Portfolio Development then meets with the student to discuss the panel's recommendations and guide the student in completing the portfolio.

EDUCATION DIVISION VISION

Revised 1999- 2000

1. Seek and obtain National Accreditation through NCATE to help us achieve a reputation for excellence and high quality programs at all Missouri Baptist College campuses.
2. Allow time for faculty to become involved in scholarly research by examining the faculty workload and making necessary adjustments to free up time for research and writing.
3. To provide opportunities for undergraduate and graduate students to be involved in scholarly and action research.
4. Provide graduate assistantships through the Master's Program to encourage graduate research studies.
5. Provide a seamless transition for undergraduates to the graduate program.
6. Revise our conceptual framework and implement it in both instruction and assessment.
7. Develop web-based courses for those courses that typically have small enrollments at each Missouri Baptist College campus.
8. Continue to infuse more technology and field experiences throughout each methods course.
9. Continue to develop more formal and informal partnerships for Professional Development Schools with urban, suburban, rural public and private schools and school districts. Provide for a research component for faculty, students, and teachers in the field as part of their professional development.
10. Develop a marketing plan to attract more education students to Missouri Baptist College's education program from area high schools and community colleges for all MBC campuses.
11. Develop a plan and work towards getting a one story Education Center built for the undergraduate and graduate Education Division on main campus within the next five years.
12. Continue to infuse performance based projects, instruction, and evaluation in all methods courses. Also infuse reflective practitioner assignments in each course to aid in the development of the required pre-service teacher portfolio.

13. Research and develop cohort programs and / or blocks of courses for undergraduate and graduate programs.
14. Develop a strategic Technology Plan for the Education Division.
15. Research and develop a five year education program for students to obtain a bachelor and master's degree in education at the end of five years.

SUMMARY OF GOALS ACHIEVED DURING THE 1999-2000 SCHOOL YEAR

The following goals were stated in the 1998-99 Baseline Report for DESE and have been achieved or are in progress by the Education Division of Missouri Baptist College:

- Every education student at all campuses of Missouri Baptist College has access to the use of computer-related technology and computer labs.
- Every education student at all campuses of Missouri Baptist College has access to library internet reference materials through MOBIUS and MORNET.
- All course profiles are in the process of being reviewed to address the infusion of technology, diversity, and reflective activities and projects.
- All course profiles are in the process of being reviewed to address the infusion of graduate projects for those students seeking graduate credit for certification courses.
- EDUC 373 Instructional Materials Production course has been reviewed by the Education Committee and the curriculum has been revised to include linkage to preservice teachers' professional portfolios. This course is also being developed as a future web-based course.
- The college has provided ongoing faculty inservice training with regard to educational technology during the 1999-2000 school year. The college has plans to provide web-based course inservice and inservice training on other software used by the college and K-12 school districts.
- A subcommittee has been formed for looking into the possibility of obtaining a separate building for the undergraduate and graduate education programs within the next five years.
- The Education Division is implementing the Graduate Program for a Master's of Education in Classroom Teaching and Master's of Science in Education in Counseling Education for the 2000-2001 school year.
- The education faculty have received training with regard to the Praxis Test and have developed and implemented a seminar to help students improve their Praxis scores.
- The Education Committee has investigated the C-Base scores of some of our students and will work with the MBC Assessment Committee with regard to how best to improve students' math and social studies scores on the C-Base.

B. Missouri has asked each institution to include at least the following information.

1. Institution Mission

MISSION STATEMENT: Missouri Baptist College is an evangelical Christian, liberal arts college and has as its purpose the offering of programs of study leading to professional certificates, undergraduate degrees, and graduate degrees in an environment where academic excellence is emphasized and a Biblically-based Christian perspective is maintained. The College is committed to enriching its students' lives spiritually, intellectually, and professionally, and to providing educational services to the community.

2. Educational Philosophy

MISSOURI BAPTIST COLLEGE DIVISION OF EDUCATION

MISSION STATEMENT: The Education Division at Missouri Baptist College seeks: 1) to develop and train professional educators of excellence from a Christian perspective; 2) to enhance the life of students in the classroom intellectually, spiritually, physically, and socially; and 3) to significantly influence students through the demonstrated integration of Christian faith and learning in the classroom so that they may become positive change agents throughout the broader community.

Drawing from a rich combination of broad-based experiences and academic preparation, the teacher and counselor education faculty seeks to facilitate in each student: 1) the development of a conceptual framework which is child-centered and field-based in nature as taught from a Christian perspective; 2) and enhances awareness of Christian moral and ethical responsibilities relative to teaching and counseling in a diverse and changing society; 3) the development of critical thinking and effective problem-solving skills

through a variety of traditional technologically-based experiences and service learning experiences; 4) the application of experiential and research-based theories into the pedagogical process. This program fosters in students a reflective and problem solving heuristic (model) so that Missouri Baptist College graduates are able to make informed decisions as professional educators.

The teacher and counselor education programs consist of a planned integrated system of coursework plus authentic learning through field experiences at the undergraduate and graduate levels designed to enable the student to acquire a strong knowledge base and core of subject competencies, as well as to develop constructive social and personal attitudes to serve as a reflective professional in the education field. To that end, all students seeking an undergraduate and/or graduate degree with state teacher or counselor certification within the Education Division at Missouri Baptist College are expected to know and to be able to demonstrate their competency in the areas adopted by the Missouri State Board of Education. Students seeking teacher certification must demonstrate competency in these ten areas:

1. Command of Subject Matter
2. Knowledge of Pedagogy
3. Understanding of Development and Learning
4. Curriculum and Planning
5. Instructional Strategies
6. Classroom Management
7. Teacher as Communicator
8. Teacher as Evaluator
9. Teacher as Reflective Practitioner
10. Learning Communities

Students seeking counselor certification must demonstrate competency in these areas:

1. Human Growth and Development
2. Culture and Diversity
3. Assessment
4. Career Development and Planning
5. Guidance Curriculum
6. Individual Planning
7. Responsive Services
8. System Support
9. Technology
10. Professional Relationships
11. Ethical Standards
12. Legal Standards

3. Conceptual Frameworks

The Education Division at Missouri Baptist College is committed to ensuring a seamless, cohesive curriculum, instruction, and assessment model which is designed to stimulate and promote powerful, effective teaching and learning for preservice teachers at the undergraduate level, and beginning teachers and experienced teachers at the graduate level. It is also committed to ensuring and fostering effective counseling strategies and skills while enhancing learning for preservice and beginning graduate level counselor education students. Central to our conceptual framework is the belief that learning is a developmental and interactive process that utilizes the lens of faith to give meaning to knowledge with regard to God, people, culture, and the behavioral, social, biological, and physical environment. (M. Polanyi, Vygotsky) This belief is one of the pillars of the Missouri Baptist College's Teacher and Counselor Education Program and compliments the founding principles of the institution as well meeting the educational and intellectual needs of the education students.

The other pillar of MBC Teacher Preparation Program consists of 1) the development of a conceptual framework and subsequent teacher and counselor education program which is child-centered and field-based in nature as taught from a Christian perspective; 2) enhancing awareness of Christian moral and

ethical responsibilities relative to teaching and counseling in a diverse and changing society; 3) the development of critical thinking and effective problem-solving skills through a variety of traditional technologically-based experiences and service learning experiences; 4) the application of experiential and research-based theories into the pedagogical process. This program fosters in students a reflective and problem solving heuristic (model) so that Missouri Baptist College graduates are able to make informed decisions as professional educators. To that end, the conceptual framework as adopted by the Education Division and at Missouri Baptist College includes the following belief statements:

We Believe Children:

1. Gain meaningful knowledge and understanding of their world as they proceed through physical, emotional, social, behavioral, moral, logical, and cognitive stages of development (Piaget, Bandura, Vigotsky, Bruner).
2. All children can learn.
3. Develop morally through modeling, imitating, and practicing moral behavior.
4. Learn through interactive experiences including, but not limited to: sensory experiences, critical thinking, problem solving, analysis, emotions, synthesis, behavior, discovery, intuitive conceptualization, and reflection.
5. Make unique connections of prior knowledge and beliefs to arrive at present understanding (Fosnot, 1996, Brooks & Brooks, 1999).
6. Learn from imitating, modeling and reflection upon personal experiences.
7. Learn in a diverse manner based on language, culture, tradition, and faith.
8. Control their own learning.
9. Are motivated internally (self-motivation)
10. Must be able to effectively communicate in both oral and written language in order to be successful in a global society.
11. Must be able to effectively utilize technology in a variety of ways.

We Believe that Effective and Successful K-12 Teachers and Counselors:

1. Have a solid Knowledge Base and demonstrated competency of Subject Content and the Processes of Teaching and/or Counseling
2. Are able to effectively utilize the Inquiry Process.
3. Are effective Reflective Practitioners.
4. Are Child-Focused in that teachers and counselors are able to teach and/or counsel all learners and they know and understand the diversity of their students.
5. Are effective communicators in both oral and written language.
6. Are effective facilitators of student learning and parent involvement in their child's learning process.
7. Are competent at diagnosing, assessing, and evaluating student learning and established curriculum.
8. Are able to create environments that empower and motivate their K-12 students to take responsibility for their learning.
9. Are active in professional and collegial activities to enhance relationships with all K-12 stakeholders.
10. Effectively apply theory and research to the on-going development of the learning process.
11. Are competent in assessing the needs of diverse learners and developing effective strategies for diverse learning styles.
12. Are able to create nurturing and supportive learning and emotional environments.
13. Are cognizant and sensitive to the needs of members of diverse cultures with regard to the learning process and emotional well-being of all students.
14. Recognize and respond to the psychological health of K-12 students.
15. Are able to create opportunities for authentic learning and assessment.
16. Are able to create safe and orderly environments through the ability to use effective behavior management skills.
17. Are able to create instructional and behavioral opportunities for K-12 students that include but are not limited to opportunities that: foster critical thinking, develop problem-solving skills and effective decision-making skills and teach students to reflect on their experiences and their learning process.

18. Are able to effectively utilize technology throughout the learning process.

4. Program completers who teach in the private schools and out of state

Private Schools: 9

Out-of-State Schools: 2